

Methods and methods of teaching Russian language and literature

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Abstract - This work is devoted to the study of the problem of the development and application of the most effective methodological techniques that promote the activation of the educational activities of students in the lessons of the Russian language. The following article looks into the ways to increase student enrollment in Russian language and literature classes.

Key Words: Russian language, teaching method, communicative approach.

1. INTRODUCTION

The learning process is two-way: the teacher teaches the student learns. In addition, the learning process is carried out through the use of teaching methods and techniques in the lesson. The teaching method is understood as a system of sequential, purposeful actions of the teacher (teacher), organizing cognition practical and practical activity of the student, ensuring the assimilation them educational content. Teaching methods - ways of joint activities of the educator and trainees in the educational process. Those the learning process is carried out through the application of a system of teaching methods, and teaching methods are implemented through methodical methods of work. Teaching techniques are the implementation of the method in practical activities.

In order for a teacher who has established a goal of influence for himself, to achieve success in the learning process, the student must have a goal, adequate to the teacher's goal. If the teacher sets himself the task of communicating some knowledge or to achieve the instillation of a skill, then he will do the trick provided the student has a desire to understand his story or perform the exercises specified by the training. The activities of teachers and students have their own specifics, their own goals. The goal of the teacher is to teach, educate the student, impart knowledge to him, to develop his mind, culture of feelings, to form moral concepts. Students may not

know the full significance of the teacher's goals, not realize complex process of education and training, and see in front of you specific goals - completing the teacher's assignments. Teacher for the most part does not communicate its goals to students, especially educational ones. However, in academic lyceums and vocational colleges the teacher is more complete, than in school reveals to students specific learning goals, teaches them consciously master not only knowledge, but also skills independently acquire this knowledge.

2. MATERIALS AND METHODS

One of the most pressing problems with temporary Russian education system is search for effective methods and techniques enhancing the educational activities of students. The need to stimulate interest in students in the middle grades to learn their mother tongue has long been recognized by the pedagogical community estom. The issue of creating favorable conditions for educational activities thanks to which average students classes would increase the motivation for learning. Among the most effective methodological methods of creating such conditions can but note the use of methods and techniques problem learning, interactive tools, various modeling tools and clarity.

To enhance the educational activities of training taught in Russian lessons to the teacher when feeding material, you should rely on three components: goal setting, motivation and instrumentation.

One of the most important aspects of activation learning activity is goal setting. For the formation of targeted thinking, teaching the teacher can delegate secondary students classes feature goal setting. For this I can a variety of types can be used exercises and mental operations, for example, establishing common and differences, comparison, grouping, comparison, and so on.

Speaking about the motivational component of employment, it should be noted the importance of

installing with side of the teacher on the use of activities approach to learning, which is based on both on general didactic principles, and on special physical principles of teaching Russian language (activation of the developmental impact the effects of thought on language and language on thought in the process learning the native language, the preferred using induction as a way of thinking in the process of studying individual phenomena and categories language, the relationship of individual levels of language in the process of studying them at school). This approach to building a lesson motivates students to achieve positive results, which the teacher needs I can create at the very beginning of the lesson. On at this stage of the lesson, students can be offered various variations of motives:

- independence in solving creative linguistic tasks;
- own development in the learning process;
- analysis of their own activities from the point view of its effectiveness and benefits as for the very the student and for others.

Thus, the teacher, using the motivating techniques, capable from the very beginning lesson to create a situation of success for students. As mentioned above, to implement the priceless activation of educational and cognitive activities certain tools are used, and namely: active technologies, methods, techniques and teaching aids, self-organized cognitive cognitive activity of students, an effective regulation is being formed and developed active system of actions (setting goals, self-vcontrol, assessment of the effectiveness of training).

3. DISCUSSIONS AND METHODS

The use of ICT in Russian language lessons can be a good means of enhancing educational but-cognitive activity of students. For those purposes, there is a large selection of computer software gram-methodological complexes created for formation of spelling and paragraph skills learning literacy. Widely used test polls using electronic technical nicknames, various educational programs with training exercises. However, training Russian language cannot be limited only these ICT capabilities, performing only automating function. There is a need the possibility of creating electronic programs in Russian language for lesson use, taking into account the level of training and educational opportunities students. The use of information technology in the lesson gives great advantages - this, first of all, additional material for educational aid , allowing you to broaden the horizons

of students, operational control of students' knowledge that greatly saves the teacher's time, and the element entertainment that increases student interest to training.

Communicative orientation in teaching Russian language and literature

Consciously communicative approach to teaching Russian in AL and PC implements linguodidactic principles: consciousness and communicativeness. These principles guide strategy and tactics of teaching in general: objectives, content, methods and means of teaching, teaching technology, diagnostics of the level of language and speech proficiency. Development of the principle of communication in modern methods teaching Russian as a native language is based on the traditions of methodology teaching Russian as a foreign language.

The implementation of the communicative learning goal assumes that speech activity is being improved in all its forms. In the technique teaching non-native languages distinguishes between productive and receptive types of speech activity, oral and written forms of speech. Speaking is considered productive (in two forms - monologue and dialogical speech) and writing. To receptive - reading and listening. These types are distinguished depending on the nature of mastering Russian speech. So, having a productive speech, students are able in the process of communication Express your thoughts. Possessing receptive activities, they perceive Russian speech by ear or visually.

4. CONCLUSION

Where in comprehensive development of skills and abilities of all types of speech activities. The implementation of the communicative goal includes not only development of coherent speech. It is important to develop skills and communication skills, taking into account factors such as sphere, situation, recipient of communication, social roles speakers. In other words, teaching Russian should provide possession of it in different areas and situations. The main means of creating opportunities for communication in accordance with current trends are the widespread use communication exercises that:

- 1) create and support trainees' need for communication,
- 2) consistently form and improve communication skills and skills,
- 3) provide the transition from speech reproduction to

independent products, i.e. to unprepared speech in various communication situations

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